

# Facilitating Data-Driven Change with NCCBP Data

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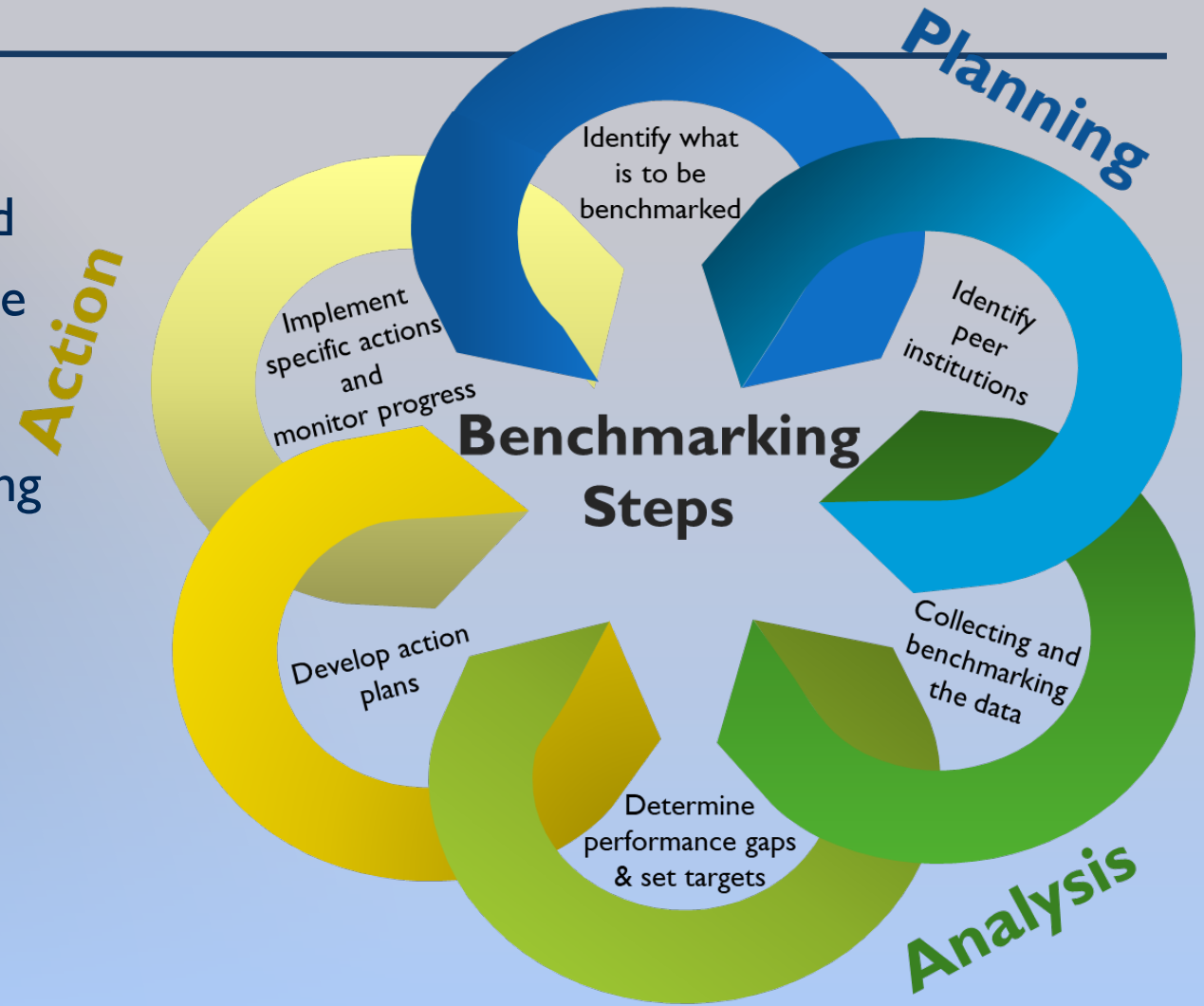
2023 June Benchmarking Conference

*Dr. Chris Van der Kaay, Executive Director, Institutional Effectiveness, Planning, and Technology,  
South Florida State College*

*Michelle Taylor, Senior Research Analyst,  
National Higher Education Benchmarking Institute*

# What is benchmarking?

- **Benchmarking** is an ongoing, systematic process for measuring and comparing the work processes of one organization to those of another.
- Simply put, benchmarking is comparing your college to other colleges
- Three formats:
  - *One-on-one*
  - *Group of peers*
  - *National data sets*



# The Benchmarking Institute

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- Mission: Improving higher education through benchmarking
- Vision: Impacting higher education to maximize student success
- Sources of national benchmarks provided by the Benchmarking Institute



National Community College  
**Benchmark Project** | Credit &  
Non-credit

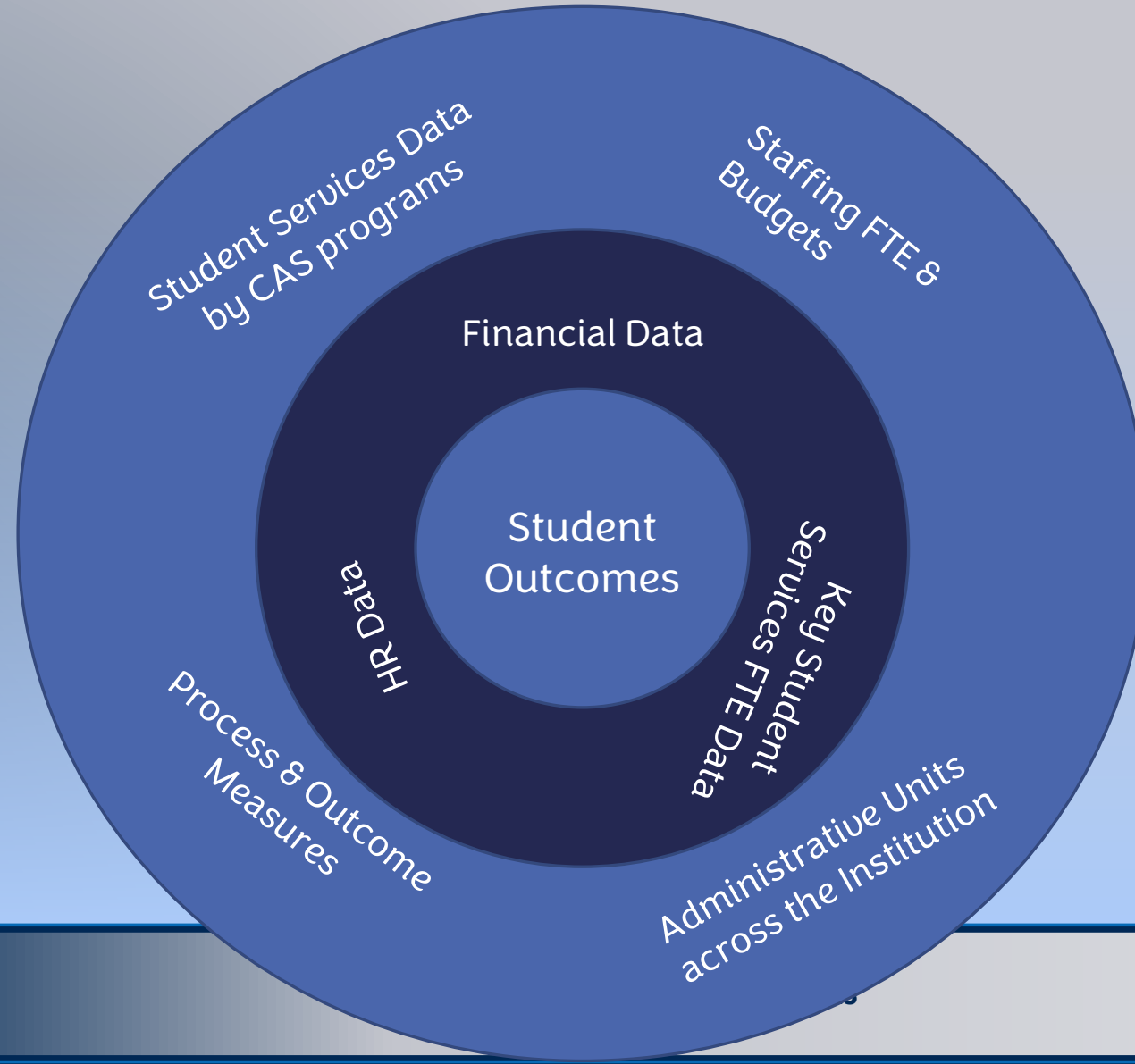


National Community College  
**Cost &  
Productivity  
Project**

# Expanding Benchmarking

*to measure the Inputs Impact on Outcomes*

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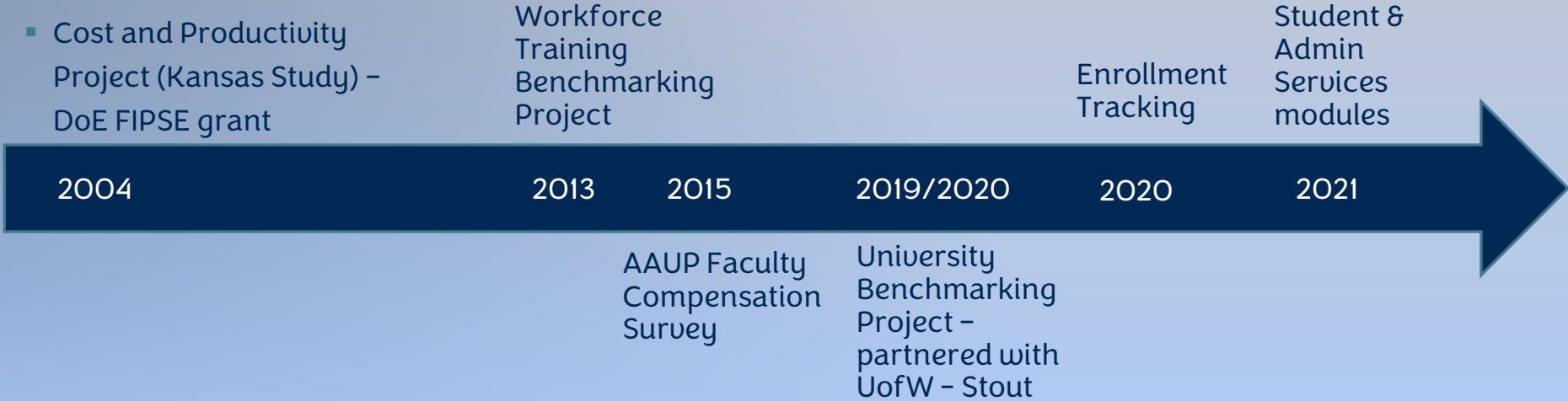


# The Benchmarking Institute

## Background

The Benchmarking Institute was established

- National Community College Benchmarking Project (NCCBP) - funded by JCCC
- Cost and Productivity Project (Kansas Study) - DoE FIPSE grant



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Project**



**STUDENT SERVICES**  
Benchmark Project

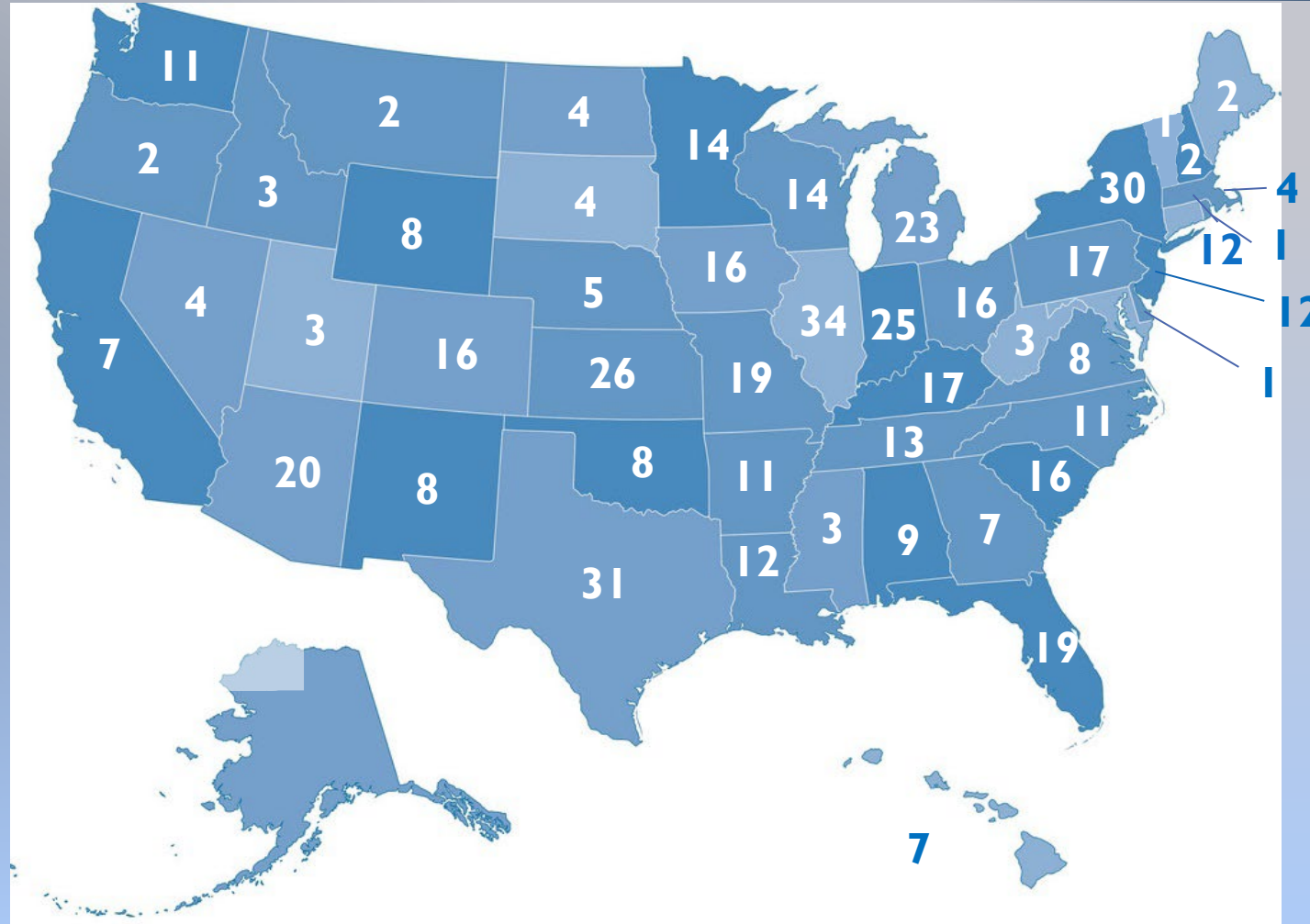


**ADMINISTRATIVE  
SERVICES**  
Benchmark Project



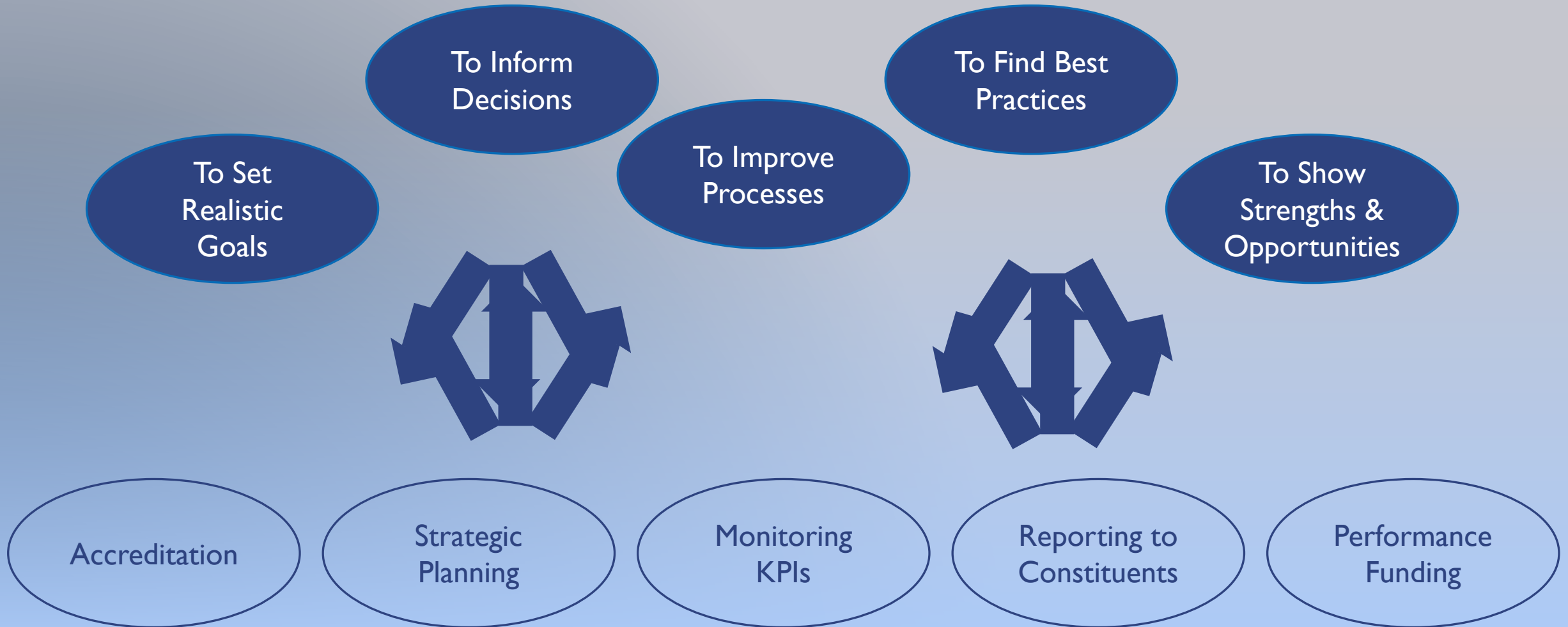
NATIONAL HIGHER EDUCATION  
BENCHMARKING INSTITUTE  
**ENROLLMENT  
TRACKING**

# 2-year Participants Since Inception in 2004



# Benchmarking Can Be Used

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# NCCBP

NCCBP National Community College Benchmark Project | Credit & Non-credit

SCHEDULE DEMO SIGN IN

**BENCHMARKS THAT MATTER MOST**

With 150+ benchmarks, defined and refined by over 400 community colleges for 15 years, NCCBP can help your community college measure its performance and set meaningful and relevant standards.

FOR CREDIT PROGRAMS FOR NON-CREDIT PROGRAMS







- Provides a comprehensive set of benchmarks for core community college activities
  - *Completion & Transfer*
  - *Academic Year Snapshot of Outcomes*
  - *Retention & Persistence*
  - *Student Performance*
  - *Satisfaction and Engagement*
  - *Job Market, Business and Industry*
  - *Other Institutional Effectiveness Metrics*

[www.nccbp.org](http://www.nccbp.org)

# National Reports

## AY Student Completions/Transfers/Continuing

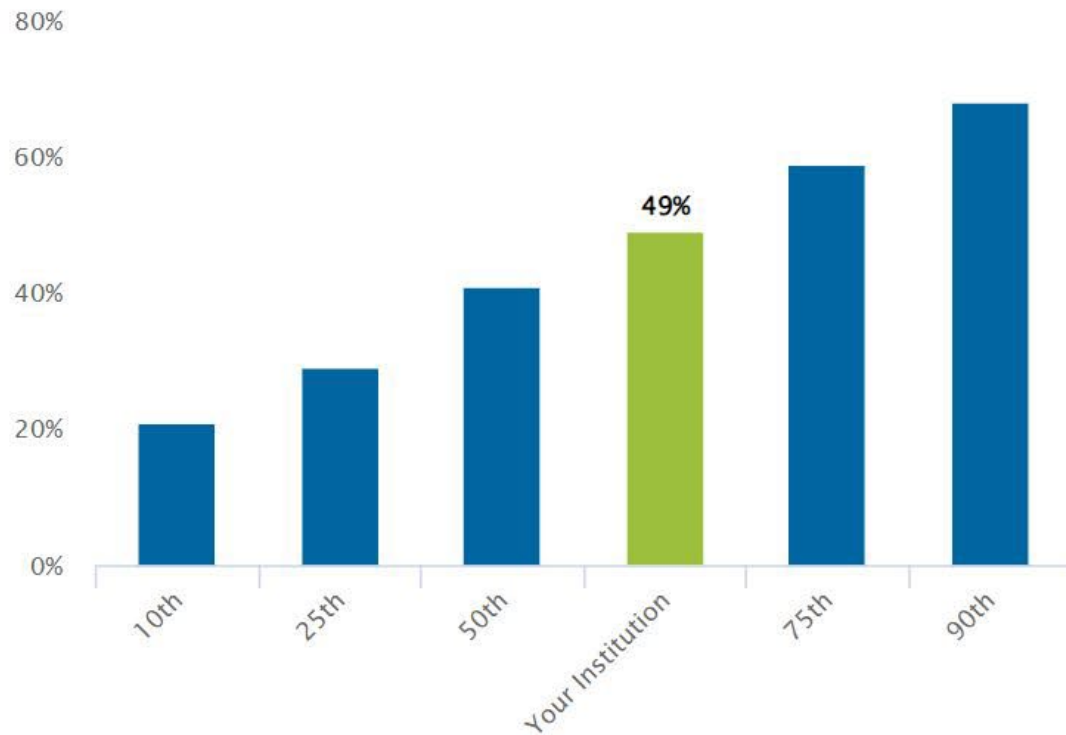
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	YOUR INSTITUTION			NATIONAL PERCENTILES					
	REPORTED VALUE	% RANK	N	10 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	
AY 2021-2022 FTE Students	1,540.97	26%	171	749.46	1,473.87	2,653.20	4,985.20	8,626.57	
Percent AY Completers	18.11%	65%	167	7.95%	11.05%	15.47%	20.86%	25.14%	
Percent AY Transfers	16.80%	69%	141	3.25%	4.80%	10.53%	18.82%	24.23%	
Percent AY Continuing Students	39.41%	58%	155	27.81%	33.14%	38.18%	41.78%	46.00%	
Percent AY Completers/Transfers/Continuing	74.33%	80%	140	52.45%	60.11%	67.18%	73.35%	80.87%	

# Performance Metrics: Where do you stand?

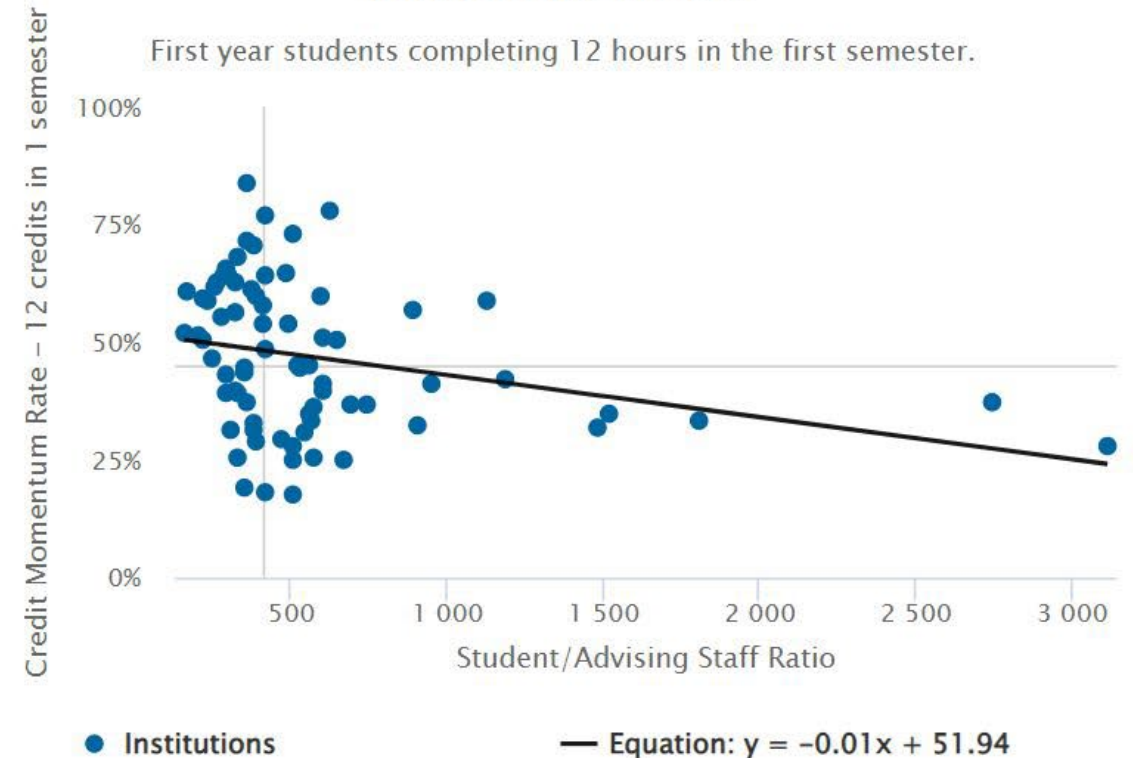
## Early Momentum Metrics

First year students completing 12 hours in the first semester.



## Student/Advising Staff Ratio and Early Momentum Metrics

First year students completing 12 credits in the first semester.



# Identify Who To Benchmark Against

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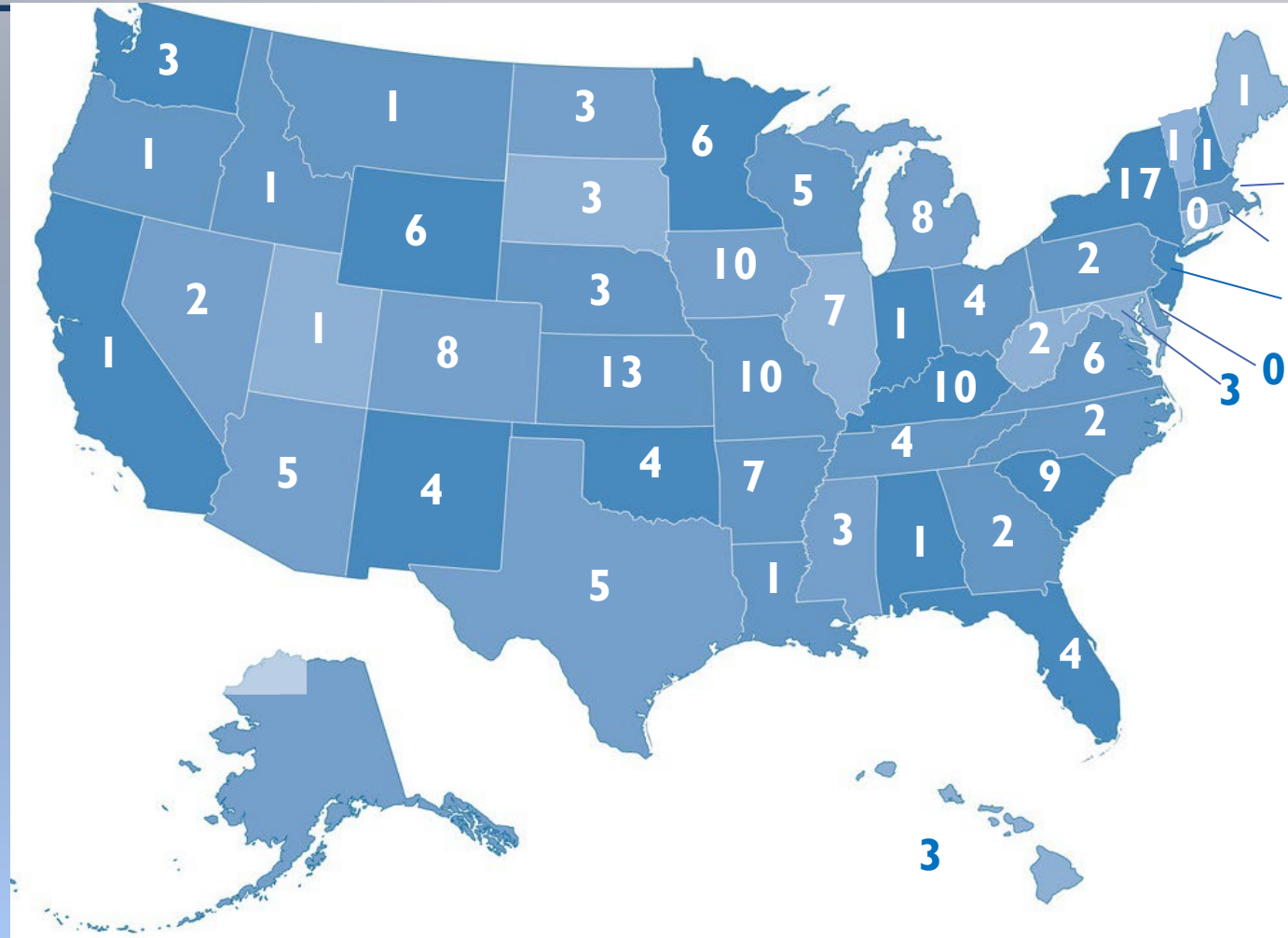
- **Types of Peers:** Select the type of institutions you want to include in your peer group
  - **Comparable:** Institutions that are similar to yours
  - **Competitive:** Institutions that compete for the same target populations (students, employees, etc.)
  - **Aspirational:** Institutions that are high performing or have best practices in different areas

# Identify Peers: Examples

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- **Examples of Peer Groups:** Often, there are natural peer groups that already exist.
  - State or groups within a state
  - Regional groups
  - IPEDS peers
  - By characteristics (size, urban/rural, minority composition, etc.)
  - Populations served (tribal, HBCU, HSI, etc.)
  - Athletic conferences

# Rural Participants Since Inception in 2004









**3-year  
aggregate  
count = 71**

# Rural Peer Reports

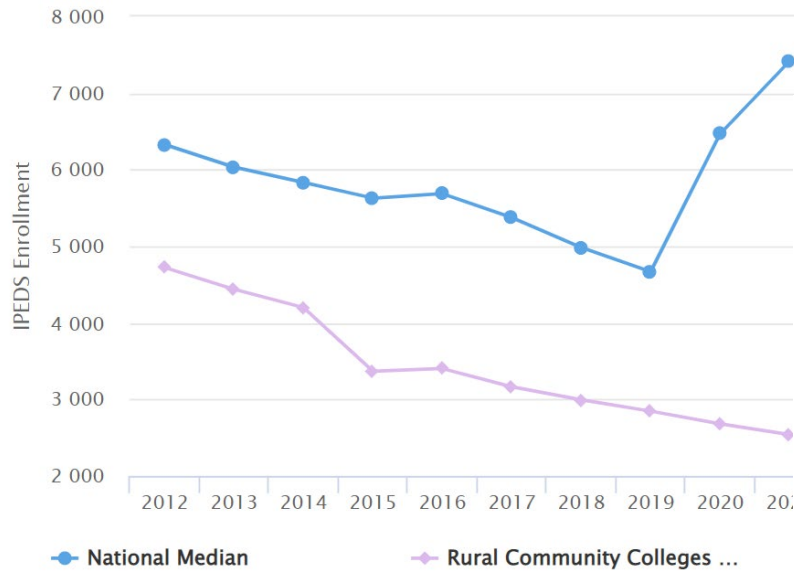
## Retention and Success: Early Momentum Metrics (Fall 2021)

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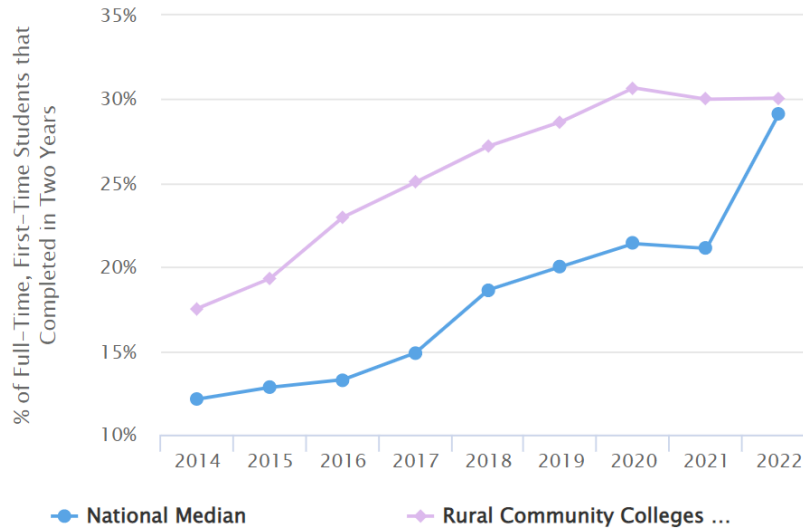
	YOUR INSTITUTION			NATIONAL PERCENTILES					
	REPORTED VALUE	% RANK	N	10 <sup>TH</sup>	25 <sup>TH</sup>	50 <sup>TH</sup>	75 <sup>TH</sup>	90 <sup>TH</sup>	
<b>Credit Momentum</b>									
Credit Momentum Rate - 6 credits in 1 semester	87%	84%	45	63%	70%	79%	84%	88%	
Credit Momentum Rate - 12 credits in 1 semester	71%	84%	45	32%	45%	56%	67%	72%	
Credit Momentum Rate - 15 credits in 1st year	77%	86%	45	42%	51%	62%	68%	78%	
Credit Momentum Rate - 24 credits in 1st year	58%	81%	45	17%	32%	44%	55%	65%	
Credit Momentum Rate - 30 credits in 1st year	43%	88%	45	5%	12%	28%	36%	43%	

# Trends in the Data

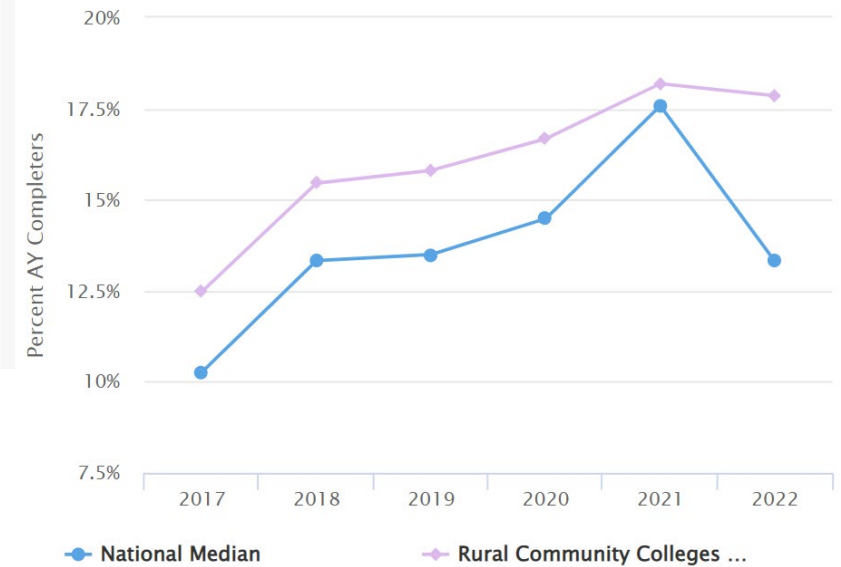
IPEDS Enrollment



% of Full-Time, First-Time Students that Completed in Two Years



Percent AY Completers





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# **INSTITUTIONAL EXAMPLE: SOUTH FLORIDA STATE COLLEGE**

# Use of NCCBP Data at SFSC

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- Provide a basis for setting goals and standards
- Allows for more comprehensive and meaningful assessment of the College's strengths, weaknesses, and areas for improvement
- Offers context and perspective when analyzing institutional performance, facilitating informed decision-making, strategic planning, and continuous improvement
- Facilitates collaboration by sharing information and strategies to enhance student success



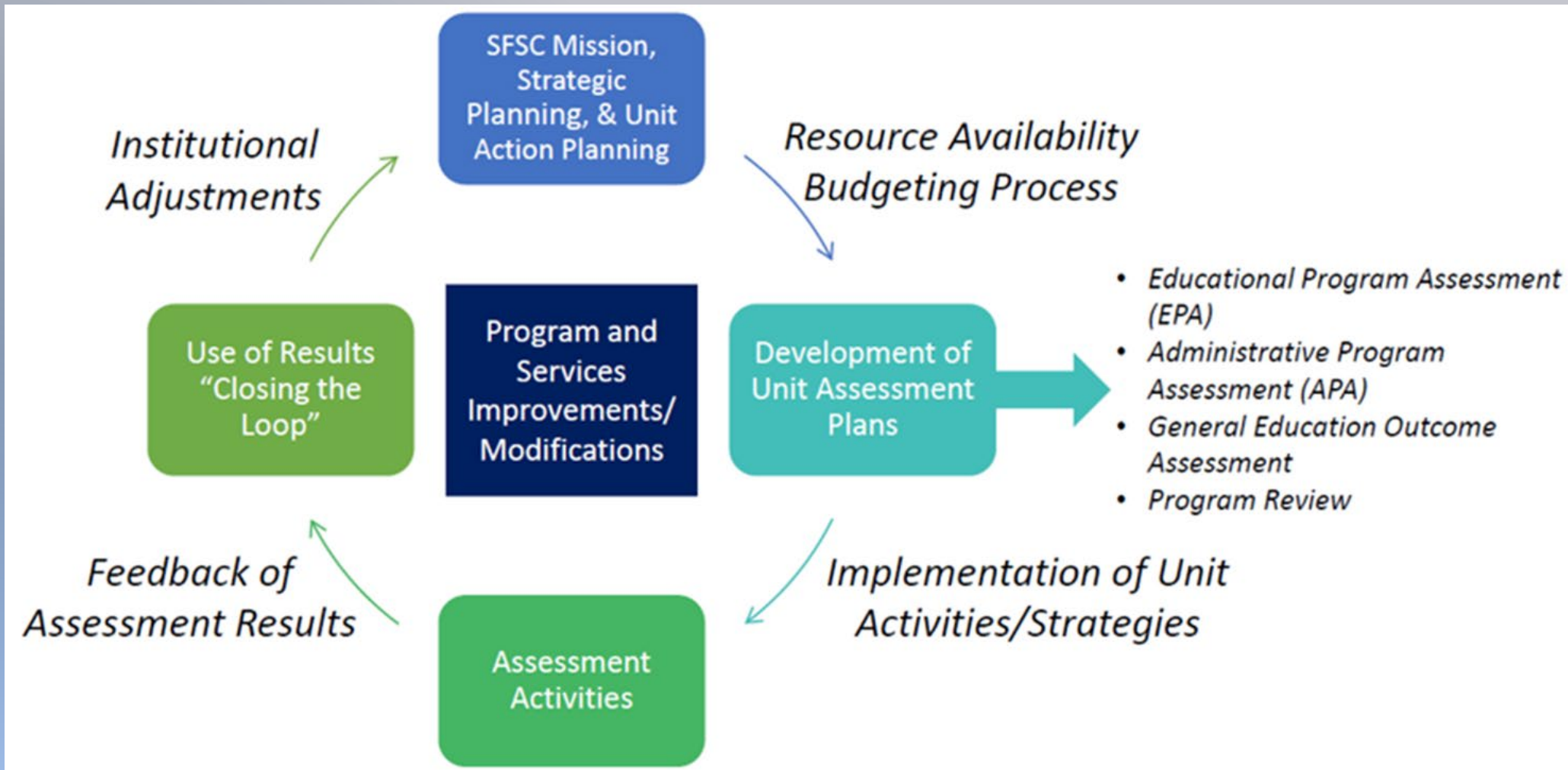
Benchmarking has helped SFSC gain a broader perspective on its performance by considering how the College measures up against its peers or institutions with similar characteristics such as size, student demographics, enrollment, and financial. Comparative analysis of our NCCBP data helps identify areas where we may be excelling or falling behind, leading to a better understanding of our relative performance.

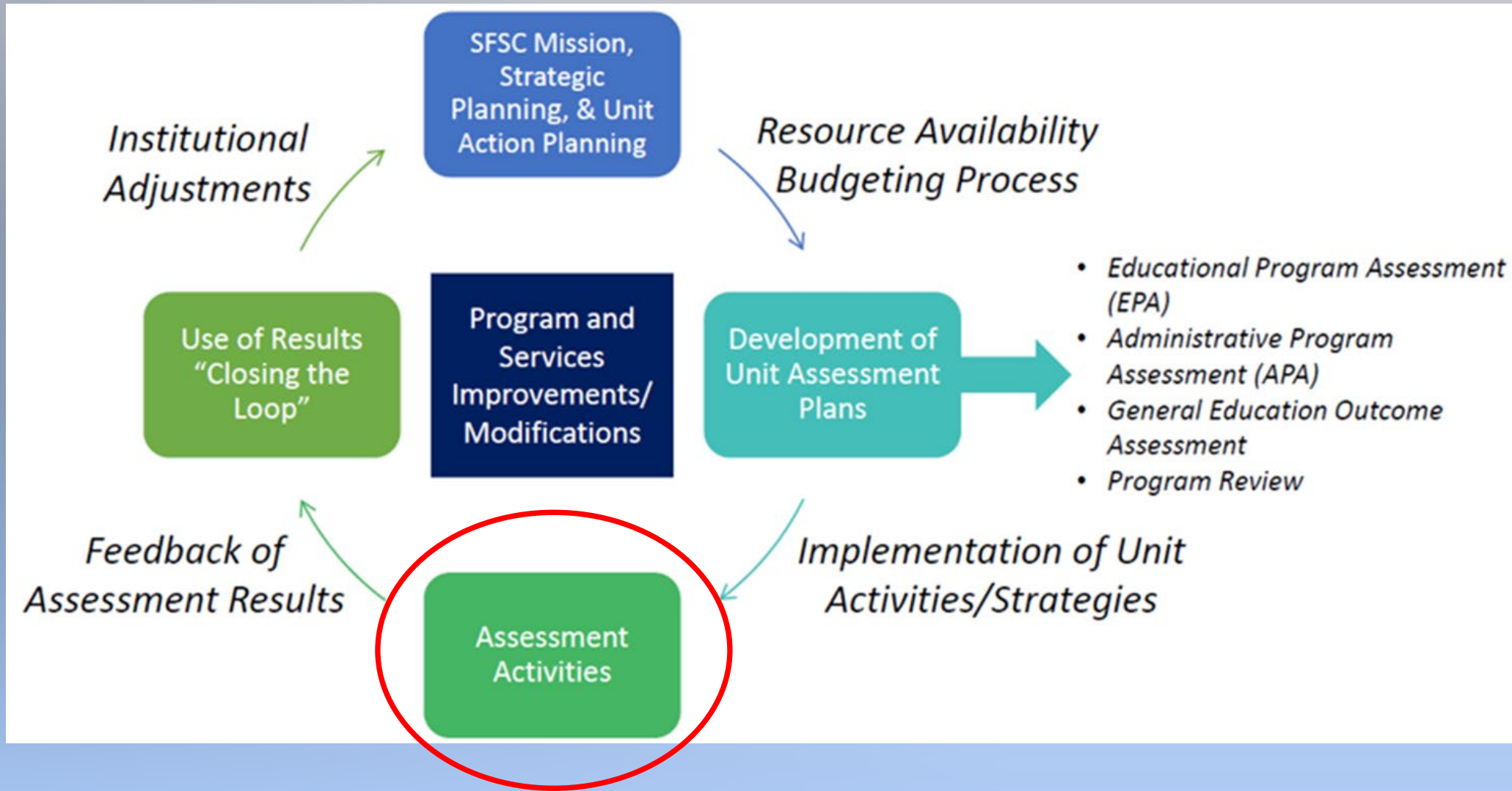


# SFSC CORE INDICATORS OF EFFECTIVENESS

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# Accountability

Program Assessment

Unit Action Planning

Core Indicators

Strategic Planning

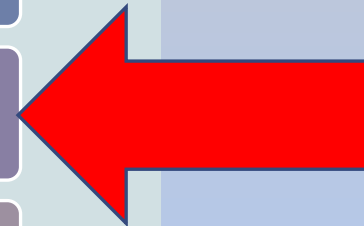
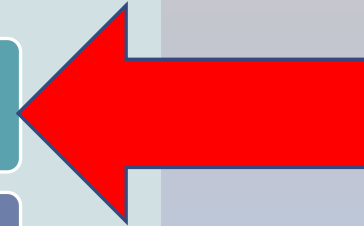
# Accountability

Program Assessment

Unit Action Planning

Core Indicators

Strategic Planning





# 17 Measures Encompassing

- Student goal attainment
- Persistence
- Graduation rate
- Student satisfaction
- Non-developmental and developmental success
- Success core academic skills
- Market penetration rates
- Responsiveness to community need
- Placement rates
- Licensure, certification, and GED pass rates
- Employer/client satisfaction
- Value added to the community
- Transfer





Direction for continuous quality improvement



How well SFSC is functioning on the institutional level



Alignment to AACCC Voluntary Framework of Accountability



Compare SFSC's performance with other colleges



Establish performance goals



# SFSC Core Indicators of Effectiveness

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- Core indicator (e.g., graduation)
- Performance measure
- Goal
- SFSC reported value
- Threshold of accountability
- Measurement description



# SFSC Core Indicators of Effectiveness



# How are Data Communicated to Stakeholders?

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- Identify key individuals or departments who are responsible for analyzing and communicating data at your college.
- Reflect on their role and responsibilities. What kinds of data do they handle? Who are they communicating these data to?
- Discuss their methods of communication. Do they use reports, dashboards, presentations, meetings, or emails?

***Reflection question: Who are the primary data communicators at your institution, and how do they share their insights?***

# How are Data Communicated to Stakeholders?

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## Senior leadership:

- Strategic planning
- Monitoring and evaluating institutional performance
- Identifying areas needing improvement

## Committees

- Are retention, graduation, and student satisfaction data used to inform/support committee decision-making?
- How can data be used to measure impact of college-wide initiatives?

**Reflection question: How are data used in decision-making at your institution? What improvements have been implemented based on these data?**

# Data Analysis Group (DAG)

- *The DAG was established to provide a mechanism to review timely and summarize selected data reports that have broad implications for a variety of College-wide constituents. The group's intent is to foster data-informed decision making; disseminate information that will assist administrative and academic units; and help develop solutions to problems through research, analysis and evaluation.*





# Data Analysis Group (DAG)

1. Regularly analyze selected college-wide data reports
2. Provide a summary of the DAG findings for each analyzed report and post to the Intranet for college distribution.
3. Refer significant findings to designated committees, units, departments, or President's Council for further follow up.
4. Present findings of major analysis projects to the President's Council.
5. Annually review the Core Indicators of Effectiveness and make recommendations to the President's Council as needed.



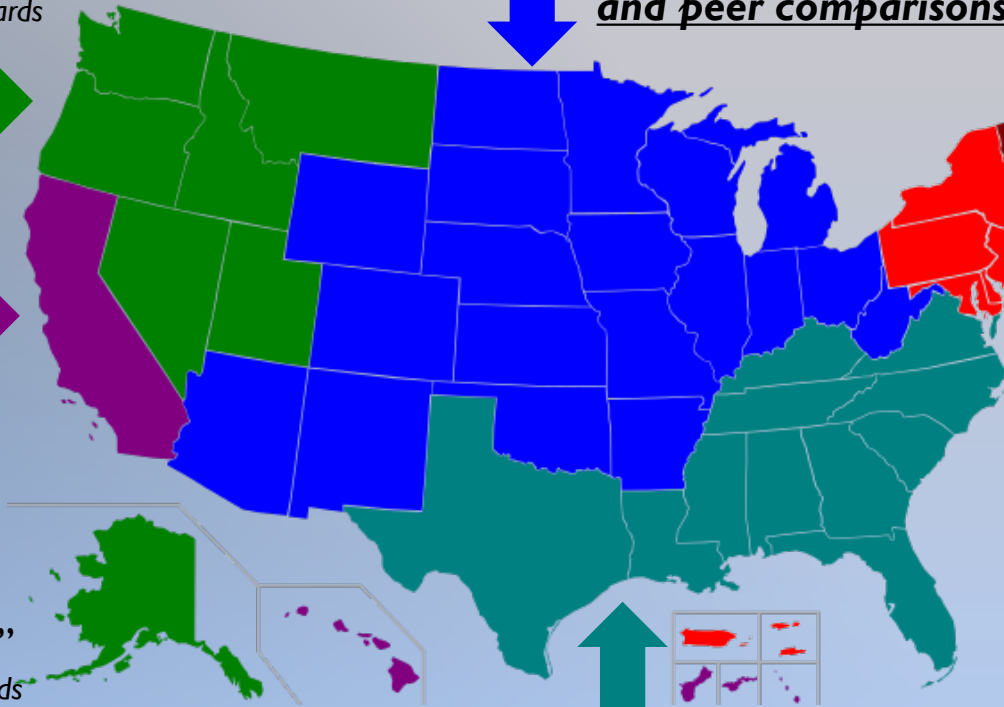
Page Number	Table, Figure, and/or item number	Description	Findings	Referral	Assigned DAG Member	Contact Date (mm/dd/yy)	Improvement Activity
Where is the item, table, or figure located in the report?	What is the item, table, or figure number?	Brief description of the item, table, or figure.	What are the notable findings resulting from DAG's analysis?	What group, unit, committee, etc. is receiving these findings?	Who was responsible for informing the group, unit, committee, etc. of this finding?	When was group, unit, committee, etc. notified?	Description of improvement activities related to DAG data analysis activities  When will it be implemented? Who will implement?
Page 1	Core Indicator 3 (Graduation Rates)	The proportion of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program.	Notable decline with 100%, 150%, and 200% FT FTIC completion rates; moreover, 150% completion rates decreased among Hispanic, Black, and White students. AA students comprise most non-completers.	1. Academic Quality Committee (AQC) 2. Leader Team 3. Faculty Council 4. QEP Committee Equity Committee Professional Development Committee	C. van der Kaay		

# Benchmarking for Accreditation

“Assessment and the processes an institution learns from should be well grounded in evidence.....for the quality assurance function, **evidence is critical.**”

3.A.3 “The institution’s comprehensive planning process is informed by the collection of **appropriately defined** data...”  
-NWCCU Standards

I.A.2. “The institution uses data to determine how effectively it is accomplishing its mission...”  
I.B.7. “The institution **regularly evaluates** its policies and practices across all areas of the institution...”  
-ACCJC (WASC), Accreditation Standards



-Higher Learning Commission, *Guiding Values*  
8.5 “The institution uses a variety of....methods...employing external perspectives including, as appropriate, **benchmarks and peer comparisons.**”

-NECHE, *Standards for Accreditation*

8. “**systematically** evaluates its educational and other programs...”

-MSCHE, *Requirements for Affiliation*

VI.1. “institutional objectives...that are...assessed appropriately, reflect conclusions drawn from assessment results...”

VI.2. “planning and improvement processes that... incorporate the use of assessment results;”

-MSCHE, *Standards for Accreditation*

7.1. “The institution engages in ongoing, comprehensive, and integrated **research-based** planning and evaluation processes...”

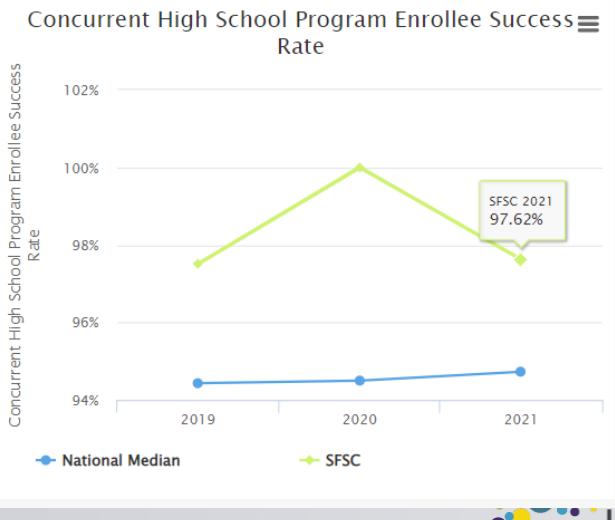
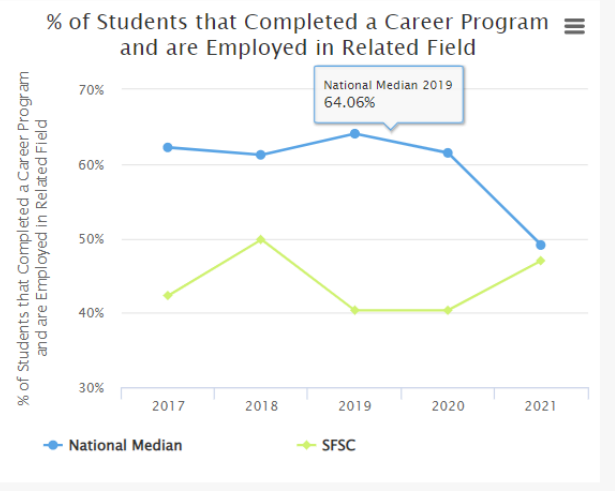
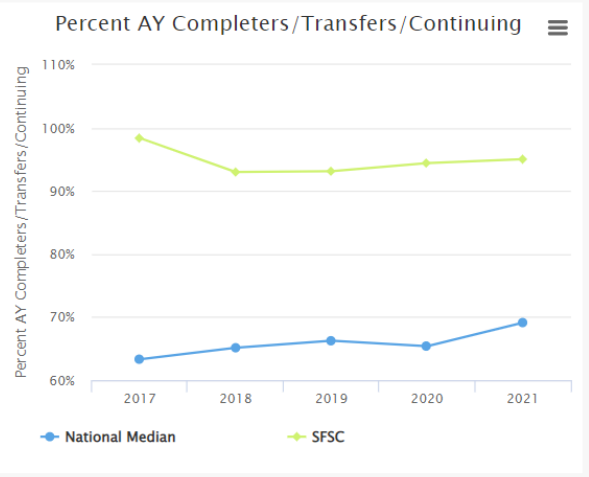
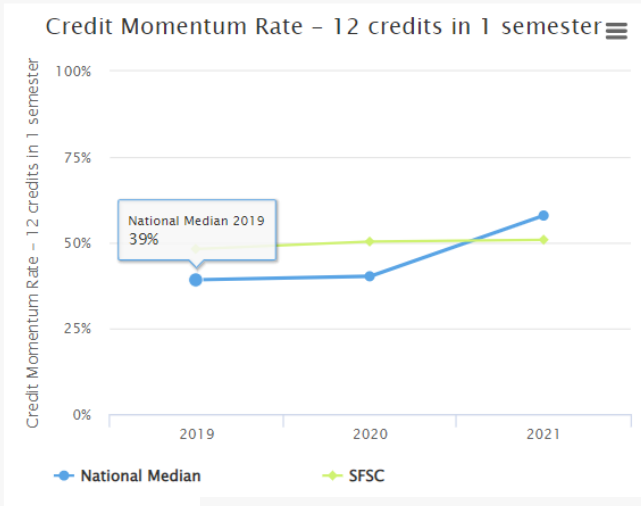
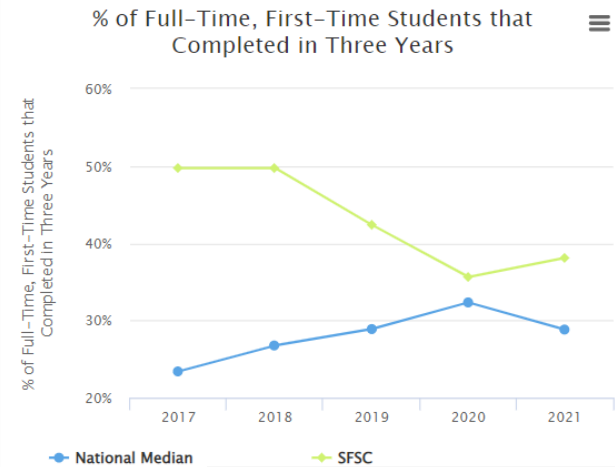
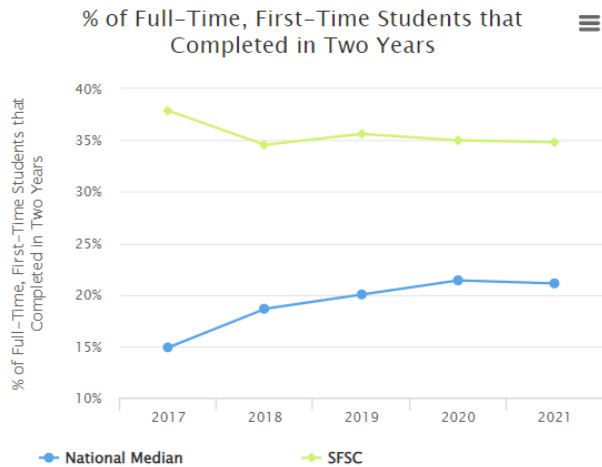
-SACSCOC, *Principles of Accreditation*

# ACCREDITATION REPORT: SACSCOC

# Customized Accreditation Reports

SECTION 8: STUDENT ACHIEVEMENT STUDENT LEARNING AND STUDENT SUCCESS ARE AT THE CORE OF THE MISSION OF ALL INSTITUTIONS OF HIGHER LEARNING. EFFECTIVE INSTITUTIONS FOCUS ON THE DESIGN AND IMPROVEMENT OF EDUCATIONAL EXPERIENCES TO ENHANCE STUDENT LEARNING AND SUPPORT STUDENT LEARNING OUTCOMES FOR ITS EDUCATIONAL PROGRAMS. TO MEET THE GOALS OF EDUCATIONAL PROGRAMS, AN INSTITUTION PROVIDES APPROPRIATE ACADEMIC AND STUDENT SERVICES TO SUPPORT STUDENT SUCCESS.

8.1. The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement)



# Cost and Productivity Project

National Community College  
**Cost & Productivity Project**

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[Forgot Password?](#)

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## Fulfill accountability and transparency requirements

Participate in the Cost and Productivity Project to document for accreditors, state and local funders how your institution uses public funds responsibly.

[Learn more](#)

- Provides presidents, chief academic officers, deans and institutional researchers with benchmarks at the discipline level
  - *Instructional costs (salaries and benefits)*
  - *Faculty workload*
  - *Class size*

[www.costandproductivity.org](http://www.costandproductivity.org)

# NCCBP: Student & Admin Services Modules



## Administrative Services Benchmarks

Provides staffing, budget and process & outcome measures for a range of administrative services



## Student Services Benchmarks

Offers staffing, budget and process & outcome measures for a range of student services from student life to career services, dining to international programs and more organized according to the CAS standards.

[www.nccbp.org](http://www.nccbp.org)



# QUESTIONS?